Key Process Statement
Deadlines

Last Modified June 2020   Next Review: December 2020

Purpose

The purpose of the Whyalla Secondary Alliance Deadlines Key Process is to provide clear and consistent working procedures for equitable assessment practices across the Years 8-12 curriculum. Our aim is to promote a school culture of responsibility, accountability and transparency around assessment "for, as and of" learning.

Operational Information

Setting Deadlines

- Assessment deadlines are established as part of the Teaching and Learning Plan for each subject, including all Formative and Summative work. This will be included on formative/summative assessment task sheets as a reminder.
- An assessment dates summary page (see Appendix A) of all subject-specific formative and summative Assessment & Reporting deadlines, for the semester/year, will be collated by the teacher at the start of the course for sharing with stakeholders.
- Students and parents/caregivers will be advised at the start of the course of the Deadlines Key Process.
- Learning Area Leaders are given a copy of the assessment dates, for curriculum coherency, awareness, support of students/staff and to provide clarification for parent/caregiver concerns/queries regarding assessment.
- The curriculum leaders will pull the assessment data from Daymap to create the curriculum calendar which will be used by the leadership team and relevant SSO's to support in identifying and monitoring 'assessment heavy' periods. Feedback will be provided to relevant teachers and learning area leaders for revision/negotiation where this occurs.
- Teachers may choose to amend assessment deadlines for specific tasks as required, provided that:
    1. The impact of the change on the Teaching & Learning plan and wider curriculum is considered by the teacher, mindful of potential impact on wider learning, wellbeing and other established Assessment and Reporting deadlines.
    2. The new timeline is communicated clearly to students, a note is sent through Daymap and changes are made under the Assessment tab.
    3. The deadline key process is applied consistently and equitably for all students on the revised timeline.
    4. Students who do not meet the revised deadline will be flagged 'at risk', which may result in alternate assessment and/or learning intervention by leadership.
- Deadlines will be made available to students and parents/caregivers at the start of a course of study via Daymap.

Applying for Extensions

- Students may individually seek an extension on school-based assessment tasks, provided they do so **prior to the due date:**
    - Provide a parent/caregiver explanation (for family reasons).
    - Provide a Doctor's certificate (for health reasons).
    - Provide an explanation to the teacher (for wellbeing/learning reasons)
- A teacher can initiate a conversation with a student regarding possible extensions if it supports their learning
- A subject teacher or wellbeing staff member will provide communication to parents if a student is at risk of failing
- Students should be reminded when an assessment task is given, foreseen extension requirements should be requested no later than a week before the due date.
- Unforeseen extensions may be negotiated on a case-by-case basis with the support of a Learning Area Leader and parent/caregiver involvement, if required. In these cases, a copy of current work to date will be provided by the student, to validate that they have made a reasonable effort/attempt on the assessment task to date.
- If a student misses the deadline without any prior negotiation/approval, no grade will be awarded for the summative task. The subject teacher will notify parent/caregivers and document the communication on Daymap. If formative work has been completed (including a draft), that will be used for the grade. Alternatively, a resubmission can be negotiated with the teacher.
- Subject teacher will document academic achievement on the Daymap records by selecting (-) negative academic in incident and complete details on assessment not submitted by the due date. If this information needs to be forwarded to Learning Area Leaders 'Send Message' can be utilised to send to relevant people. This will be published to the portal and accessible to students and parents/caregivers through Daymap.
- The leadership team will monitor achievement data and make recommendations in consultation with subject teacher, for intervention regarding non- submission of tasks.

Deadlines and Achievement Intervention

- A student who fails a task but has attempted to address all assessment criteria and submits it within the specified deadlines may be eligible to complete an alternative task. Task to be completed within a timeframe as negotiated with the subject teacher.
- Students who are struggling to meet a deadline may be referred to a number of support strategies, including: site specific intervention strategies, such as school study support. See relevant site's Achievement Intervention procedure for further information.

- Students who are failing to meet deadlines on an ongoing basis will be referred to the leadership team for support as per the Achievement Intervention procedure.
- Students enrolled in SACE subjects, who are failing at the end of a course will be identified by the Curriculum Leadership for withdrawal (in negotiation with parents/caregivers and subject teacher) prior to the SACE schools online resulting period. See the relevant site's Assessment and Reporting Procedures for further detail on reporting procedures in these cases.
- Students enrolled in SACE subjects, who have been identified for withdrawal will be referred for a number of other pathways counselling procedures including: SACE flexibility, Subject change, Withdrawal / Conversion to another subject and Pathways change.

ROLE	RESPONSIBILITY
Students	• Be familiar with and adhere to assessment deadlines for all subjects. • Check Daymap regularly for planning according to deadlines. • Follow guidelines above to seek an extension if necessary.
Parent / Caregiver	• Encourage and support students to meet all deadlines. • Be aware of all assessment deadlines and the school Deadlines Key Process. • Monitor any changes regarding deadlines. • Provide an explanation for a student's request for an extension. • Check Daymap parent portal, if available
Teachers	• Establish assessment deadlines in Teaching and Learning plans. • Document assessment dates summary page at the start of each course • Make assessment deadlines available to students and parents/caregivers via the Daymap system, at the start of the program. • Ensure Learning Area Leaders are aware of assessment deadlines, and have copies of all subject deadlines. • Follow guidelines above if seeking to amend assessment deadlines. • Communicate with parent/caregivers regarding concerns, queries about assessment due dates, non-submitted tasks and fail grades. • Ensure Daymap is kept up to date with assessment record • Refer students for intervention, according to the Achievement Intervention procedure.
Learning Area Leaders	• Check all assessment deadlines for courses in their learning area • Ensure assessment deadlines match learning programs • Support with student discussions around deadlines, as necessary (after teacher has discussed this at the beginning of the course). • Support teachers to communicate with parent/caregivers regarding concerns & queries about assessment due dates. • Active engagement in intervention conversations with the leadership team • Work with the teacher, student and parent/caregiver for any unforeseen extensions if required. • Monitor teachers workloads/deadlines. • Supports teachers in conflicts / disputes around implementing the Whyalla Secondary Alliance Deadlines key process.
Curriculum Leader	• Oversee the Teaching and Learning plan process. • Provides support for deadlines being included in Teaching and Learning plans. • Provides feedback for support of changes/modifications in assessment, as necessary (e.g. alternative negotiated assessment/catch up tasks). • Provides support with learning design for alternative tasks. • Provide discussion and support for students as identified as requiring support around wellbeing for learning. • Referring on to agencies as required and informing teachers, learning area leaders and DP of any issues which may impact on Assessment and Reporting deadlines, for consideration as necessary.
ICT Leader	• Provides support around Daymap, as required.
Deputy Principal	• Oversee implementation of deadlines key process and undertake annual reviews of its implementation. • Provide support for Learning Area Leaders around QA of assessment deadlines. • Oversees that the Assessment deadlines are accessible on Daymap. • Oversees implementation of SACE timeline processes, including External Investigation and Subject withdrawal.
Principal	• Ensures that Assessment and Reporting procedures are adhered to across the site.

Appendices

Assessment Dates Summary
Page

Subject:_____Teacher:_____

Learning Area Leader: _____

Date issued:_____

Formative Assessment (inc drafts)	Due Date	Summative Assessment	Due Date

Checked by Learning Area Leader:_____

Date: _____

Setting Assessment Deadlines Flowchart

Teacher establishes due dates for al formative and summative assessment tasks at the start of the course.

1-page Assessment Summary document completed and passed on to Learning Area Leader for checking / approval

Approved

Not Approved

Learning Area Leader notifies teacher of approval

Passed back to teacher with comments for revision / updating. Process is followed again until

Subject Teacher enters details on to Daymap and the Curriculum calendar

Teacher shares assessment deadlines with students / parents / caregivers

Teacher explains to students the process of applying for an extension

Applying for an Extension for an Assessment Flowchart

Purpose: the purpose of this policy is to ensure fair, consistent and transparent treatment of late submission of assessment task.

Individual Student	**Whole Class**

Individual Student

Student/Parent/Caregiver requests an extension by communicating with their teacher

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Subject teacher informs student of approval and new due date. Note to go under student's Daymap in Records

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Subject teacher documents on Daymap new deadline and communicates this to home (email or phone call)

Subject teacher informs student of non-approval – no further action

Whole Class

Teacher requests a whole class extension, at least one week prior to the scheduled deadline, by emailing Learning Area Leader.

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Notify Learning Area Leader.
It is the responsibility of the teacher to be aware of other school dates

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Once approved, Learning Area Leader replies to the subject teaching approving the request, including Deputy Principal in the email.

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Subject teacher informs student of new due date

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Subject teacher documents on Daymap new deadline and communicates this to home (email or phone call)

Learning Area Leader does not approve request and notifies Subject Teacher. Subject teacher notifies class.